

# SEAC Briefing on Unmet Special Education Needs in LCPS

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# 2018-2019 SEAC Priorities and Concerns



## **1. Policy and Compliance**

Ensure SEAC is provided with new/revised PPP's to review and provide input prior to presentation to the School Board and implementation.

## **2. Executive Functioning and Social-Emotional Learning**

Direct instruction and support for developing social skills, mental health awareness, appropriate use of reinforcement/discipline, self-advocacy coaching, etc.

## **3. Specialized Programs and Services**

Appropriate provision of ST, OT, AT, Music Therapy, Career/Transition Services, 2e programs, SRI, Intensive Autism and Behavior Programs.

## **4. Culture and Climate**

Address pervasive concerns regarding transparency, trust, empowering IEP teams and communication.

## **5. Compliance**

Issues related to appropriate IEPs, consistency across the division, and proper implementation of supports/services.

# 2019-2020 SEAC Priorities and Concerns

The **2019 survey** had the largest response rate ever (**N~850**) over last year's (N~550), thus representing about **10% of the SPED community**, which increases the reliability/validity and generalizability of the results.

## Noteworthy:

✓ **ALL areas of satisfaction** on the survey (as measured by rating scales) for overall services and processes, specific programs, direct instruction, communication/involvement with school and from the division, and the availability/implementation of related services **significantly decreased**.

✓ Preliminary findings are consistent with last year's areas of concern, with the addition of several "**red flag**" needs:

- accurate data and incident reporting
- proper implementation of new techniques (such as Ukeru)
- accessible instructional materials
- utilization of appropriately trained/licensed staff
- grade level transition facilitation
- life/community skills preparation
- student performance on SOL's
- compliance with FBA's and BIP's

